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ABSTRACT

"How to Begin" instructions are given in this teachers guide followed by illustrated sections on using the newspaper in the Language Arts, Mathematics, Social Studies, Science, and Art programs. The activities in Language Arts include: word study and spelling, speaking and listening, composition and handwriting, comprehension, critical thinking and propaganda. Mathematics activities involve: whole numbers, fractions, percentage-discount-interest, averaging, measurement, word problems, vocabulary, simulation, and the stock market. The Social Studies activities encompass: children and politics, values, controversial issues, skills, political cartoons, self-realization, community study, cultural heritage, money and the economic system, our country in today's world, man's natural and technological environment. There are some brief Science activities dealing with scientific methods, and Art activities working with a country art guide --Focus on Art. (VLW)

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NEWSPAPER ACTIVITIES

For Elementary Children

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Newspapers Go To School

Before the flag goes up or the buses roll in, hundreds of bundles of The St. Petersburg Times are delivered to Pinellas County Elementary Schools and are awaiting arrival of the thousands of sixth graders and their teachers who participate in the Newspaper - in - the - Classroom Program. This daily delivery represents an investment of about one dollar per child on the part of the school system, reduced rates and considerable service from the Times staff, and the efforts of approximately two hundred - fifty teachers. Such an ambitions program is evidence of the conviction that the real-world adult newspaper serves a significant function in the elementary classroom!

(See NEWSPAPERS, 3)

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Were it left for me to decide whether we should have government without newspapers or newspapers without government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them.

Thomas Jefferson

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ED049087

The School Board of Pinellas County, Florida
Thomas B. Southard, Superintendent
June 1970

School Board Members

Mrs. Jane Manson, Chairman
Ron Fisher, Vice Chairman
Charles J. Crist, M. D.
Rev. Arthur L. Albers
Calvin Hunsinger
Mrs. Katherine F. Prowse
William H. Williams

continued from cover

Newspapers Go To School

School board members, teachers, and administrators concur that their number one responsibility lies in the nurturing of thinking, democratic citizens — no small task! A special reason for turning to the newspaper, however, lies in the fact that many students during their post school years will read the newspaper and only the newspaper as a source of information for the rest of their lives. Therefore, the development of strong habits of thoughtful, critical reading is essential. Another value of the newspaper as an instructional tool lies in its wealth of content that can be related to math, language arts, social studies, and every other area of the curriculum. Today's paper provides the relevant "NOW" to capture pupil attention and bridge the route to the "THEN" of textbooks. Not only can the skills and content of subject areas be dealt with, but spotlights can be focused on a continual, vast array of human feelings and values which can help pupils become concerned with the welfare of other people.

The Newspaper - in - the - Classroom Program provides no teaching prescription or formula, although a starter unit on how to read newspapers is suggested. The freedom teachers enjoy in using the papers permits them to develop creative approaches for meeting the unique needs of their pupils.

Although the newspaper is not taught as an additional subject, teachers do find that a thorough reading of the day's paper is necessary in order to correlate routine school subject matter with current topics. The success achieved, however, is more than reward for time spent, for the combination of a well-prepared enthusiastic teacher who is provided with both materials and freedom to teach is practically a guarantee of success!

Acknowledgements

Newspaper Activities for Elementary Children represents the efforts and suggestions of Pinellas County teachers with the assistance of the Department of Elementary Curriculum and Mr. Robert Henderson, Public Service Department of The St. Petersburg Times.

Early contributors of ideas and materials to the Newspaper - in - the Classroom program were Miss Sally McConnell, Mrs. Lucy Aparo and Mr. John Franke, all of whom attended national A.N.P.A. workshops. Miss McConnell served as the original coordinator for the program and accomplished its background organization.

The actual writing and compiling of Newspaper Activities for Elementary Children was a product of the following team:
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Jeanne Freeze, Elementary Supervisor and
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Jean Lersch, Blanton Elementary
Margaret Pickler, Tyrone Elementary
Ernest Pierce, Jr., Pinellas Central Elementary
Candace Richey, Elementary Art Teacher
Virginia Shower, Safety Harbor Elementary
Ann Spilman, Pasadena Elementary
Isabel Wertenberger, Blanton Elementary

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Science 38
Art 40

Newspaper - in - the - Classroom

Objectives

The student, having received basic newspaper reading instruction and having participated consistently in a variety of planned activities using the newspapers in subject matter areas, will demonstrate

CONCERN FOR PUBLIC ISSUES and DESIRE TO KEEP INFORMED

as indicated by behaviors such as:
- listening to the opinion of others
- praising others for their accomplishments
- discussing public issues with observable interest
- expressing personal opinion on public issues and presenting justification
- commenting voluntarily about information gained from various sources
- suggesting solutions to problems

IMPROVED CRITICAL READING SKILL

as indicated by behavior such as:
- evaluating what is read (for relevance to the topic, authenticity of contents, and validity of the author's conclusions)

KNOWLEDGE OF THE NEWSPAPER'S ROLE IN A FREE SOCIETY

as indicated by behavior such as:
- describing the significance of Freedom of the Press
- listing a variety of ways the newspaper serves the public

AWARENESS OF THE RELEVANCY OF EDUCATION TO SUCCESS IN TODAY'S WORLD

as indicated by behavior such as:
- citing examples of achievement by individuals and training prerequisite to its accomplishment
- participating in a discussion of the value our society places on education
- identifying propaganda techniques
- distinguishing fact from opinion

IMPROVED SKILLS AND UNDERSTANDINGS IN VARIOUS CURRICULAR AREAS

as indicated by behavior such as:
- participating in newspaper activities which reinforce previously taught skills
- making statements connecting subject matter to relevant topics of the day

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How to Begin: The Teacher's Role

Since most elementary children's newspaper experience is confined to the sports or comics, teachers have found that prerequisite to a productive Newspaper-in-the-Classroom Program is a thorough orientation to the newspaper. An introductory unit including structure and organization of newspaper, special terminology, history of communication and printing, and the role of the newspaper in society, fulfills this need. During the introductory period it is essential that pupils have daily access to newspapers – preferably one per child or one for each two chiildren to share. For this reason in Pinellas County delivery is greater initially than throughout the remainder of the year. Day old papers are used for the basic study, but it is vitally important that current papers be available as the newspaper becomes an integral part of each subject area.

An out-of-town paper is furnished at least once a week for purposes of comparison with The St. Petersburg Times. Pupils should be encouraged to bring in other local papers and to write to friends in other states for sample copies as well.

The teacher's role, essentially, is to tool pupils with basic newspaper understandings and then to responsibly, consistently, and enthusiastically relate selected newspaper activities to all areas of the curriculum.

How to Read the Newspaper

Basic Introductory Unit

(Suggested times. Approximately 2 weeks)

Ways to Introduce The Unit

A A pre-unit survey may be helpful to determine the child's present awareness of the newspaper. This may be done in informal, oral discussions particularly with children whose reading skills are limited, or by the following suggested written questionnaire:

1. Do you regularly have a daily newspaper in your home?
Yes _____ No_____

2. How often do you read the comics?
Every day
Sometimes
Never

3. How often do you read something from the newspaper that is not one of the comics?
Every day
Sometimes
Never

4. Which parts of the paper do you read? (Number in order of interest.)

Sports	Headlines
News	Weather news
Comics	Advice Columns (such
Political cartoons	as Ann Landers)

5. How difficult do you think newspapers are?
Too difficult to understand
Fairly easy to understand
Easy to understand

f. How often do you read the advertising?
Often
Sometimes
Never

B Discuss "What I already know about the newspaper".

C Browse with the newspaper. Follow with a discussion of which section was looked at first, what interesting items or pictures were noticed, what attracted attention of the readers, how and why color was used, and what kinds of headlines created interest in reading articles.

D Note the location of the index. Discuss the arrangement and type of content of the sections: front page; editorial page; sports; society; local, state, national, and international news; special features; fillers. Locate syndicated columns, classified and business advertising, entertainment features, cartoons, stock market information and fashions.

E Create displays for bulletin boards.

F View filmstrips and films dealing with Freedom of the Press, the history of printing, and news reporting.

ACTIVITIES TO TEACH NEWSPAPER READING

A. The St. Petersburg Times is usually divided into four sections.
1. Tell what kinds of articles might be found in each:
Section A
Section B
Section C
Section D
2. Watch for and tell about any other sections of the paper that appear on certain days.

B. Use the index to locate appropriate pages as different types of information are read to you.

C. Number a paper from 1 to 18. Find each item below in the Times. See whether it is in Section A, B, C, or D. After the number of the item on the paper, write the section letter.

1. Classified ads
2. "Peanuts" (Charlie Brown and Snoopy)
3. News of St. Petersburg
4. Ann Landers
5. "Merry-Go-Round" (a column of opinion by Jack Anderson)
6. Yesterday's high and low temperatures in Omaha, Nebraska
7. Football news
8. The time that movies are playing
9. What television programs are on tonight
10. The name of the Times' publisher from 1912 to 1950
11. Births
12. O.A.T. (Abbreviation for "Of All Things," column by Dick Bothwell)
13. Horoscope
14. "People in the News" (interesting facts about famous people)
15. National and international news
16. Daily crossword puzzle
17. Yesterday's New York stock exchange (stock market report)
18. Jumble (scrambled word game)

D. Ask this question about news: WHO CARES ABOUT IT? If the answer is "People in St. Petersburg", the article is LOCAL news. If the answer concerns people throughout the country, it is NATIONAL news. If it concerns people around the world, it is INTERNATIONAL news.

Number a paper from 1 to 9. Tell whether each headline describes LOCAL, NATIONAL, or INTERNATIONAL news.

1. EARTHQUAKE IN YUGOSLAVIA KILLS 20
2. HURRICANE CAMILLE HITS LOUISIANA FULL FORCE
3. TROPICAL STORM LAURIE HEADS FOR FLORIDA
4. SCHOOL BOARD SPEEDS UP BUILDING PROGRAM
5. WORLD'S FAIR OPENS IN JAPAN
6. MAYOR SPICER SPEAKS AT BAYFRONT CENTER
7. PRESIDENT NIXON FLIES TO CALIFORNIA
8. PARIS PEACE TALKS CONTINUE
9. DIXIE HOLLINS WINS, 7- 6

E. Refer to one of the newspapers in the room. Write two examples of local headlines, two national headlines, and two international headlines.

F. Write five original headlines. Tell whether each suits local, national, or international news.

G. Using the first page only, find:
1. A headline. This is a title over the newspaper article that explains briefly what it is about. Circle it in blue. (A banner headline extends across the entire page. The St. Petersburg Times uses it only for very important news.)
2. A news article. This is a timely account of a happening of interest to a large number of readers. Circle it in yellow.
3. Date line. A line at the beginning of a story giving the place and sometimes the date of the story. Circle it in red.
4. Byline. A line at the head of an article telling who wrote it. Circle it in green.
5. Feature story. A story printed more for entertainment or background information than for its news value. If one cannot be found on the front page, look on the inside pages. Circle it in orange.
6. Lead. (pronounced led) This is the first few sentences at the beginning of a news story that present a capsule summary of the story. Without reading the whole story, what is important can be found by reading the lead. Circle it in purple.
7. Wire services. These are national and international news-gathering organizations to whose services local newspapers subscribe. They are usually in small heavy black type under the headlines. The two best known ones. are:
AP: Abbreviation for the Association Press wire service.
UPI: Abbreviation for United Press International wire service.
Circle a wire service in orange.
8. Column inch. This is a unit of measure one inch deep and one column wide. Measure it off in green.

H. Using the editorial pages only, find:
1. An editorial. This is an article in which the paper prints an opinion of the news. Circle it in red.
2. A news cartoon. This is a cartoon that shows the cartoonist's opinion of a situation in the news. Circle it in blue.
3. An editorial column. This is an editorial, but it has a by-line, and usually appears regularly. This is an opinion of the person who writes it, and appears in papers throughout the country, not just our paper. Circle it in orange.

Activities to Supplement Basic Unit

Write and illustrate articles or ads of various types.
Compare editorials on the same subject from two or more papers.
Pantomime and action scene to be reported by the class.
Illustrate newspaper terminology with suitable clippings.
Identify datelines on maps or globes.
Report on the trial of John Peter Zenger.
Grow a papyrus plant.
Construct a chart to show how paper is made.
Collect samples of different styles of type.
Produce a class newspaper. Compare it's content and organization to the daily paper.
Survey the newspaper reading habits of immediate neighbors and family members.
Find out what out-of-state newspapers are sold locally.
Write away for newspapers from other states.
Produce a play in which one character is taught either how to read a newspaper intelligently or how a news article is written.
Compile a list of things-to-find-out about newspapers. Arrange for a newspaper representative to visit the class, write a letter or plan a taped interview to gather the information.
Compare the daily newspaper to a weekly student paper such as "My Weekly Reader". Note difference in content.
Visit a local printing plant.

MATERIALS

Teacher's Guides Previously Distributed:

A. "How to Use Daily Newspapers", a N.C.S.S. How-To-Do-It Series a bulletin, distributed to each teacher in 1968.
"The Daily Newspaper and the School Curriculum", a manual distributed for shared use within schools.

B. Children's Books

The following were listed in Children's Catalog or card catalogs in elementary libraries:

Batchelor, Julie Forsyth
Communication from Cave

Colby, C. B.
Communication

Dean, Elizabeth
Printing: Tool of Freedom

Ogg, Oscar
The 26 Letters

Feigenbaum, Lawrence and K. Seigel
This is a Newspaper

Ota, Koshi and others
Printing for Fun

Fisher, L. E.
The Printers

Ress, Etta S.
Signals to Satellites

Lieberman, J. B.
Printing as a Hobby

Shippen, Katherine
The Great Heritage

McCabe, Sybil Anderson
How Printing Helps Us

Simon, I. B.
The Story of Printing

Thomas, Denis
Story of a Newspaper

Simpson, Willma Willis
About News and How it Travels

C. Films and Filmstrips at the Media Center
Filmstrips
FS 0702-4 (Set with recorded narration)
"Your Press, Your Freedom"
History of Printing from Ancient China to Colonial America. Freedom of the press is exemplified through the trial of American journalist John Peter Zenger.

"Newspaper Tour"
A trip through a newspaper plant. 15 min.

"The World at Your Fingertips"
Introduction to newspaper format. Presents terms, editorial, index, banner headline, date line, 6 min.

Film
"A Newspaper Serves Its Community"
The story of a news article from the arrival of a baby elephant to the actual printing of the newspaper in which the story appears. Filmed in 1959. Best of a limited selection available. Vocabulary includes: Photographer, reporter, teletype, copy boy, cartoon, artist, city room, deadline, composing room, linotype, and make up editor.

D. Filmstrips to Consider Purchasing

Popular Science Publishing Co. A-V Division, 355 Lexington Ave., New York, N.Y.

"The History of Printing" #760
The history of printing from Chinese blocks to modern four color press and the linotype machine. $6.

"You and Your Newspaper" #802
Children learn to distinguish between fact and opinion. They learn how a newspaper handles both reporting facts and influencing opinion. $6.

E. Television

WEDU-TV : "Places in the News"

SPECIAL NEWSPAPER TERMINOLOGY

AP/UPI – Associated Press/United Press International
Banner or Banner Line – Page wide headline in large type
Bold Face – Black face type
By-line – line above story indicating author
Caption – Explanation accompanying illustration or diagram
Column inch – A unit of measure one inch deep and one column wide
Credit Line – Similar to by-line. Acknowledges source of illustration.
Cut – Newspaper engraving. Also to shorten a story.
Cutline – Caption for cut
Date Line – Place of origin and date at beginning of news story.
Deadline – Time when story must be complete for paper to go to press
Edition – Papers printed during a single press run. "State", "North Suncoast", "South Suncoast", "City", Holiday Isles"
Feature – Interesting story not exactly news. Main point of story to "play up" a story.
Five "W's" – Who? What? When? Where? Why?
Format – Size, shape and style of publication
Halftone – Metal etching or engraving made through a screen
Head – Headline
Human Interest – Emotionally appealing story
Lead (leed) – Introduction to news story. Chief story of day.
"Tip" leading to news story.
Libel – False or defamatory publication
Make-up – Arrangement of stories, illustrations ads on page
Masthead – Editorial page heading giving information about the paper
Off the Record – Not to be printed (by prior agreement)
Syndicate – Association which buys and sells stories, features
Wirephoto – Newsphoto transmitted by telephone wires

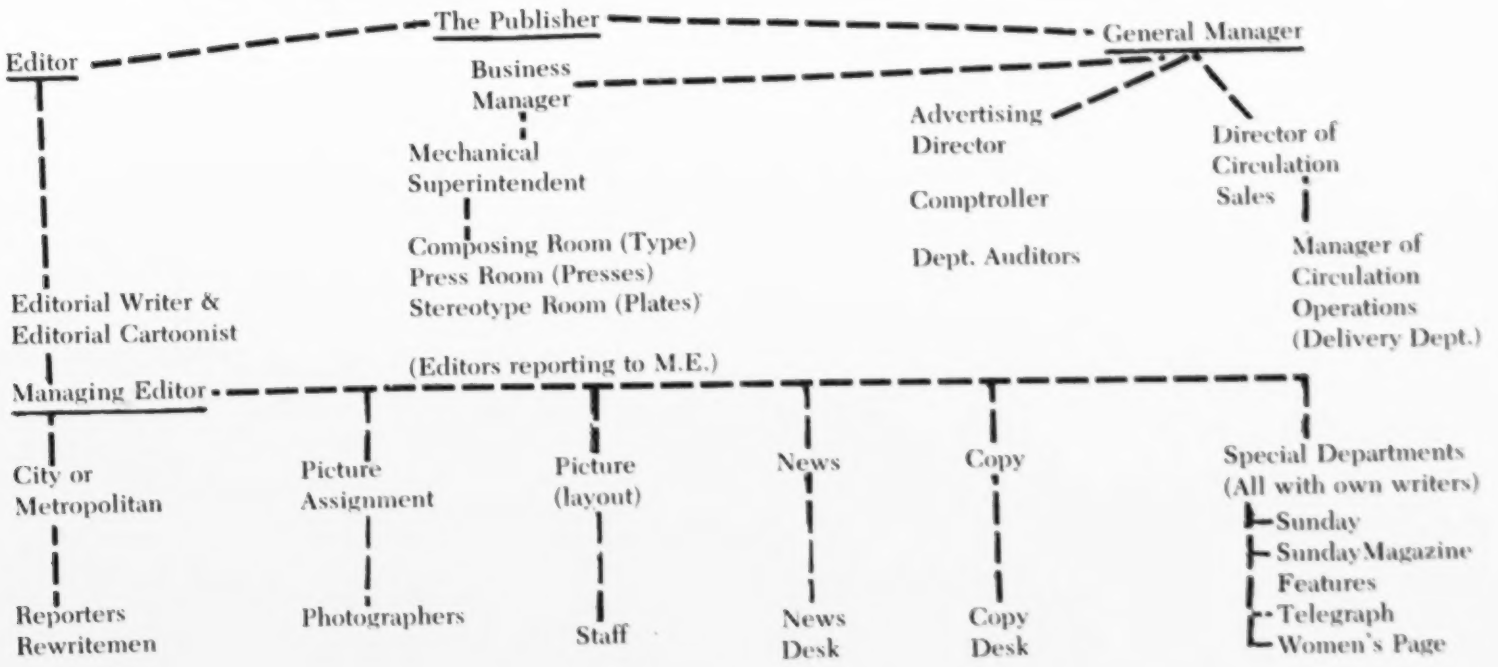
SAMPLE TEST ON NEWSPAPER TERMINOLOGY

(Written tests are obviously not suggested for use with severely disabled readers)

1. AP is the abbreviation for the
   a. American Public wire service
   b. Associated Press wire service
   c. A food store
2. Date line is
   a. the day's date under the name of the newspaper
   b. a line at the beginning of a story giving the place and sometimes the date of the story
   c. the name of a newspaper article
3. A headline is
   a. an explanatory title over a newspaper article
   b. the last sentence of every article
   c. a new style hat
4. Column inch is
   a. a new kind of sentence
   b. a column only one inch wide
   c. a unit of measure one inch deep and one column wide
5. UPI is
   a. found on every newspaper article
   b. found on the dateline of articles put out by that wire service
   c. the abbreviation for United People's Internal weather service
6. An editorial
   a. is an article in which the paper prints an opinion of the news
   b. gives only facts
   c. gives the editor's name and address
7. The lead is
   a. the name of the newspaper
   b. the first sentences of a news story that give a capsule summary of the story
   c. the most important article on a page
8. A byline is
   a. the line drawn below the name of the paper
   b. an imaginary line between each column
   c. a line at the head of an article telling who wrote it
9. A masthead is
   a. a part of a ship
   b. the title over a news article
   c. A listing in every issue of a newspaper that includes the title, ownership, management, and subscription rates
10. A banner headline is
    a. any headline
    b. aheadline that appears on the sports page
    c. a headline of extreme importance that goes across the entire page
11. A news article is
    a. a timely account of a happening of interest to a large number of readers
    b. any article in the newspaper
    c. an article printed by the St. Petersburg News
12. Wire services are
    a. national and international news gathering organizations to whose services local newspapers subscribe
    b. an organization that sells newspapers
    c. a company who repairs printing presses
13. A feature story is
    a. a special news article
    b. only on the sports page
    c. a story printed more for entertainment of background information than for news value
14. International news is
    a. only news from United Press International wire service
    b. news from all over the world
    c. news from our nation
15. National news is
    a. news about the United States of America
    b. news about any nation
    c. news about our area
16. This could be a local headline
    a. President Nixon Reveals Plans
    b. Earthquake in Italy
    c. St. Pete Voters Turn Out

8

Basic Organizational Structure of Most Newspapers



HOW NEWSPAPERS BEGAN [1]

When cave men met along their jungle pathways, more than likely they greeted each other with, "What's new?" People ever since have been asking, "What's new?"

Most of mankind, from antiquity through the Middle Ages, lived only with hand-written or word-of-mouth communications to inform each other. Julius Caesar, as early as 60 B.C., was posting hand-written bulletins of battles, fires, elections, and actions of the Senate.

The Peking Gazette was established in the 7th or 8th century in China, where paper, ink, type and engraving had already been invented. Marco Polo, in his long journey to the Orient, returned to Europe with the idea of this court gazette, thought to be the oldest continuing newspaper in history, since it did not disappear in China until the 20th century. Gazette, however, is an Italian term. In an Italian province in 1566, accounts of a war were printed in a news bulletin. If people wished to buy a copy of the news sheet, they paid a small coin called a "gazetta".

Before printing and publishing as we know it came into existence, people of Europe were informed by traveling ballad singers. No doubt their stories were distorted, but the wanderer was always welcome.

Until Johann Guttenberg developed printing with moveable type in 1450, most men and women lived in intellectual as well as physical serfdom. Gutenberg unknowingly revolutionized communications which, in turn, revolutionized civilization by providing the means of spreading ideas, as well as news, quickly and inexpensively.

The first sign of a newspaper resembling today's variety appeared in Germany in the 1500's. The German people had long been accustomed to broadsides (single page news sheets printed on one side only), pamphlets, and books. Then news pamphlets began appearing in special shops, dealing with new topics such as battles, disasters, "miracles", and coronations. Then in the 1700's more or less regular newspapers sprang up in Germany, Austria, Netherlands, and then Italy. Traveling Germans inaugurated most of them, and deserve the major credit for the growth of the modern newspapers in Europe.

The first "newspapers," called corantos (kor-an-tos), were smuggled into England from Holland. Then came daily publications in England, covering happenings in Parliament. Most were declared illegal, but a few were licensed and censored by the government.

During the struggle between Parliament and King Charles I, the press enjoyed relative freedom in England, but when Cromwell became Lord Protector in 1649, suppression became the rule. The press in England fought licensing continuously and it finally disappeared in 1695.

But the government was still reluctant to permit public criticism in the press. "Libel laws" were enacted which forbade such criticism. Both British and American newspapers fought such "libel laws" for nearly 100 years before they were repealed.

The first attempt at publishing a newspaper in America in 1690 was suppressed after the first edition because the publisher did not secure permission to print it. The first licensed newspaper in the colonies began publication in 1704. It was the Boston News Letter and was heavily censored.

Within the next century, many more newspapers sprang up in the 13 colonies. All were weeklies or semi-weeklies until 1783 when The Pennsylvania Evening Post and Daily Advertiser became America's first daily newspaper.

Today there are more than 10,700 newspapers being published in the United States of which 1,751 are published daily and more than 9,000 weekly.

1 Newspaper Association Inc., The Newspaper Story.

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A SUGGESTED LIST OF OTHER NEWSPAPERS
FOR COMPARATIVE PURPOSES

ALABAMA
Birmingham
News (m) (88)
Post-Herald (e) (178)

Decatur
Decatur Daily (e) (17)

ALASKA
Anchorage
News (m) (15)
Times (e) (27)

ARIZONA
Phoenix
Republic (m) (143)
Gazette (e) (85)

Tucson
Arizona Star (m) (41)
Citizen (e) (41)

ARKANSAS
Fayetteville
Northwest Ark. Times (e) (13)

Little Rock
Arkansas Gazette (m) (99)
Democrat (e) (84)

CALIFORNIA
Los Angeles
Herald-Examiner (e) (636)

San Diego
Union (m) (116)
Tribune (e) (117)

San Francisco
News-Call-Bulletin (e) (183)
Chronicle (m) (351)
Examiner (m) (301)

COLORADO
Denver
Rocky Mt. News (m) (195)
Post (e) (257)

CONNECTICUT
Hartford
Courant (m) (132)
Times (e) (133)

DELAWARE
Wilmington
News (m) (38)
Journal (e) (78)

DISTRICT OF COLUMBIA
Washington
News (e) (212)
Post (m) (438)
Star (e) (298)

FLORIDA
Ft. Myers
News-Press (m) (23)

Miami
Herald (m) (335)
News (e) (119)

Tampa
Tribune(m) (151)
Times (e) (42)

GEORGIA
Atlanta
Constitution (m) (200)
Journal (e) (245)

Columbus
Enquirer (m) (34)
Ledger (e) (33)

HAWAII
Hilo
Tribune-Herald (e) (10)

Honolulu
Advertiser (m) (62)
Star-Bulletin (e) (105

ILLINOIS
Chicago
American (e) (436)
Daily Defender (m) (33)
New (e) (494)
Sun-Times (m) (553)
Tribune (m) (836)

INDIANA
Evansville
Courier (m) (63)
Press (e) (43)

Fort Wayne
Journal-Gazette (m) (68)
News-Sentinel (e) (77)

Indianapolis
News (e) (173)
Star (m) (221)

Kokomo
Tribune (e) (26)

South Bend
Tribune (e) (116)

IOWA
Des Moines
Register (m) (230)
Tribune (e) (121)

Topeka
Capital (m) (68)
State Journale (e) (27)

Wichita
Beacon (e) (67)
Eagle (m) (124)

KENTUCKY
Lexington
Herald (m) (50)
Leader (e) (29)

Louisville
Courier-Journal (m) (226)
Times (e) (172)

Paducah
Sun-Democrat (e) (30)

LOUISIANA
New Orleans
Times-Picayune (m) (201)
States & Item (e) (161)

MAINE
Augusta
Kennebec Journal (m) (14)

Portland
Express (e) (29)
Press Herald (m) (55)

MARYLAND
Baltimore
News-Post (e) (27)
Sun (m & e) (190) (213)

Hagerstown
Herald(m) (13)
Mail (e) (21

MASSACHUSETTS
Boston
Christian Science Monitor (e) (166)
Globe (m & e) (221) (149)
Herald (m) (173)
Record American (m) (450)
Traveler (e) (155)

Springfield
Union (m) (79)
News (e) (98

MICHIGAN
Detroit
Free Press (m) (521)
News (e) (707)

Flint
Journal (e) (105)

Grand Rapids
Press (e) (129)

Kalamazoo
Gazette (e) (53)

Lansing
State Journal (e) (73)

MINNESOTA
Duluth
News Tribune (m) (52)
Herald (e) (26)

Minneapolis
Tribune (m) (224)
Star (e) (280)

Rochester
Post-Bulletin (e) (28)

St. Paul
Pioneer Press (m) (100)
Dispatch (e) (127)

MISSISSIPPI
Biloxi
Herald (e) (30)

Jackson
Clarion-Ledger (m) (59)
News (e) (55)

MISSOURI
Joplin
Globe (m) (31)
News Herald (e) (11)

Kansas City
Times (m) (332)
Star (e) (332)

St. Louis
Globe-Democrat (m) (293)
Post-Dispatch (e) (342)

NEBRASKA
Lincoln
Star (m) (27)
Journal (e) (45)

Omaha
World-Herald (m & e) (126) (127)

NEVADA
Las Vegas
Review-Journal (e) (45)
Sun (m) (24)

Reno
Nevada St. Journal (m) (17)
Gazette (e) (22)

NEW JERSEY
Newark
News(e) (282)
Star-Ledger (m) (235)

NEW MEXICO
Albuquerque
Journal (m) (55)
Tribune (e) (31)

NEW YORK
Albany
Times-Union (m) (69)
Knickerbocker News (e) (55)

Buffalo
Courier-Express (m) (157)
News (e) (197)

New York
Herald Tribune (m) (307)
Journal American (e) (538)
News (m) (2,170)
Post (e) (320)
Times (m) (652)
Wall St. Journal (m) (832)
World-Tel. & Sun. (e) (403)

Rochester
Democrat & Chronicle (m) (136)
Times-Union (e) (136)

Syracuse
Herald-Journal (e) (132)
Post-Standard (m) (99)

NORTH CAROLINA
Charlotte
Observer (m) (170)
News (e) (61)

OHIO

Cincinnati
Enquirer (m) (190)
Post & Times-Star (e) (247)

Cleveland
Plain Dealer (m) (352)
Press (e) (215)

Columbus
Citizen-Journal (m) (109)
Dispatch (e) (215)

Dayton
Journal Herald (m) (99)
News (e) (153)

Toledo
Times (m) (31)
Blade (e) (180)

OKLAHOMA
Oklahoma City
Oklahoma Journal (m) (70)
Oklahoman (m) (181)
Times (e) (123)

Tulsa
World(m) (105)
Tribune (e) (77)

OREGON
Portland
Oregon Journal (e) (136)
Oregonian (m) (226)

PENNSYLVANIA

Philadelphia
Bulletin (e) (682)
Inquirer (m) (534)
News (e) (264)

Pittsburg
Post-Gazette (m) (253)
Press (e) (351)

RHODE ISLAND
Providence
Journal (m) (68)
Bulletin (e) (146)

SOUTH CAROLINA
Columbia
State (m) (92)
Record (e) (29)

SOUTH DAKOTA
Aberdeen
America-News (e) (21)

TENNESSEE
Chattanooga
Times (m) (50)
News-Free Press (e) (58)

Memphis
Commercial-Appeal (m) (221)
Press-Scimitar (e) (140)

TEXAS
Abilene
Reporter-News (m) (39)

Austin
American (m) (40)
Statesman (e) (28)

Dallas
News (m) (235)
Times Hearld (e) (205)

Houston
Chronicle (e) (274)
Post (m) (254)

Madison
Wisconsin State Journal (m) (61)
Capital Times (e) (46)

Milwaukee
Journal (e) (362)
Sentinel (m) (163)

CANADA
ONTARIO
St. Catharines
Standard (e) (29)

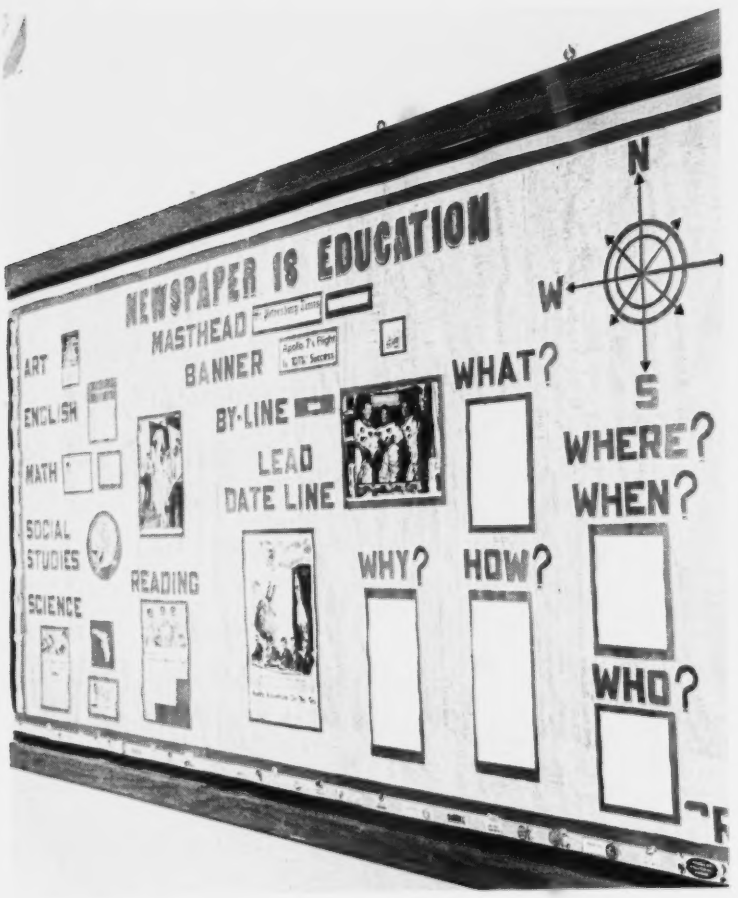
Toronto
Globe& Mail (m) (225)
Star (e) (338)
Telegram (e) (2[illegible]8)

QUEBEC
Montreal
Star (e) (189)
LaPresse

French (e) (253)

10

Bulletin Board Ideas



B

Language Arts

WORD STUDY AND SPELLING ACTIVITIES

Phonetic & Structural Analysis

Clip and mount a short article. Color words that are known with a "read-thru" pen or crayon. List words not known. Study their phonetic and structural analysis in original sentences. Reread article.

Syllabication

Frame words not known with a colored pencil. With the help of a dictionary divide the words into syllables. Learn the meaning of the words and reread the article.

Locate words having more than one syllable and cut them apart to practice syllabication.

Phonetic Spelling

Compile a list of phonetic spellings from the newspaper. Particularly notice ads. EXAMPLE: U-haul-it, Sav-rite. Spell these out using correct spelling. Write a short message to a friend using phonetic spellings.

Abbreviations

Collect abbreviations and paste on paper. Write the meanings of the abbreviations on the back of the paper. Exchange with a friend to see how many he can identify.

Structural Analysis

Paste together lists of words having similar structure such as prefixes, suffixes, long vowels, consonant blends, vowel digraphs, or compound words. See how many ways these words can be changed by using different prefixes, suffixes, etc.

Compound Words

Compile a list of compound words. Identify those which are self-explanatory. EXAMPLE: scarecrow.

Alphabetizing

Clip words beginning with the same letter or letters. Mount on cards for practice alphabetizing.

Skimming

Skim the newspaper to find one, two, and three syllable words. Color one syllable words yellow, two syllable words blue, etc. As a game, locate a certain number of words having any given number of syllables beginning with a specific letter. EXAMPLE: The student locating the most three-syllable words in a specified time will be crowned "King of the Three-Syllable Kingdom" until they are challenged again.

Vocabulary

Play "Find the Mystery Word" by looking for words in a designated section of the paper which fit definitions written on the board by the teacher. EXAMPLE: Editorial page – word meaning "a suggested plan". (Proposal)

Dictionary

Make flash cards of interesting words. Write the word on one card and the meaning on another. Write numerals 1-30 on the backs of these cards. Turn numeral side up. Players ask to look at certain cards trying to match vocabulary with meaning. Play it similar to "Concentration".

Choose an editorial. Underline unfamiliar words. Through context and guesswork substitute another word which would fit. When finished, look up the underlined words in the dictionary.

Construct a picture dictionary of words on selected topics. EXAMPLES: elections, baseball, science.

Mount words in large, heavy print on cards. Use for dictionary speed drills to either locate the correct quarter section of the dictionary (a-c, d-l, m-s, or t-z), letter section, or the actual word.

Read a headline. Anticipate many related words which might be found in the article. Write these. Read the article and circle any words actually used that were listed previously.

Clip headlines. Replace key words with synonyms or phrases. Paste the original headline on the other side of card. Accumulate enough cards for a game to use for enrichment.

Locate synonyms on the sports page that express defeat, success, or action. Underline the terms and cut out the sentences.

Construct a paper chain of homonyms. Each link should have a pair of homonyms pasted on it. Do the same with synonyms and antonyms.

List newly coined words found in the paper. Collect examples of stimulating adjectives and verbs. Draw or locate in a magazine pictures that illustrate some of these words.

List ten adjectives at random. Then read a short article, cross out the first ten adjectives in the article and substitute the prepared list in order. Discuss the importance of using the "right" word.

Locate acronyms such as RADAR (RAdio, Detecting, And Ranging), SCUBA (Self-Contained Underwater Breathing Apparatus), etc. Find their origin and meaning.

Search for "Sounds From the Morning News" – words from ads or articles. EXAMPLES: sizzle, screeched.

Skim to get specific information from a weather report, to locate a job in the want ads, to find a particular TV or radio listing, or to find a name in the sports section. Use as a speed drill.

SPEAKING AND LISTENING

- Retell news stories in first person.
- Narrate original comic strips.
- Read a comic strip to the class in appropriate dialect.
- Present a skit illustrating a comic strip or newspaper article to the class.
- Create a play based on cartoon or comic characters.
- Tape record questions to be mailed to a person in the news who could not visit the class.
- Select a news story to retell. Draw a sequence of illustrations to aid in explanation.
- Create a movie or television program based on a human interest story. Either dramatize the production or illustrate it on a continuous paper roll.
- Debate a controversial issue. Evaluate presentations as a group.
- Conduct a panel discussion on a topic of concern.
- Arrange an "Open Mike" type program around current events. Include M.C., telephone operators, time keepers, and commercial announcers.
- Distinguish between a subsidized press and a free press and report your findings to the class. Set up a panel and debate the pros and cons of each.
- Report to the class on the purpose of "Voice of America".
- Listen to morning TV newscasts and compare items mentioned to the content of the paper's front page.
- Set up a public address system (a record player and mike). Plan a daily news broadcast. Read articles, summarize, and present as a newscast. Set up a giant TV set using a refrigerator box with screen area cut away. Paint the box and add dummy control knobs.

COMPOSITION

- Make individual or group word and phrase collections about special topics such as space age words, animal words, arithmetic words, alliterations, metaphors and similies. Play a game like "Jeopardy". EXAMPLE: Under animal words could be, "He has long ears." The answer would be, "How could you recognize a rabbit?"
- Cut out and classify declarative, imperative, interrogative and exclamatory sentences.
- Choose the most important headline in the newspaper each day. Expand this headline to a complete sentence and chart daily on a monthly calendar.

Mon.
President Nixon reassigns Robert Finch now Secretary of Health, Education and Welfare to a position of White House Counsel with Cabinet rank.

- Develop a list of proof reading symbols. EXAMPLE: Indent, Paragraph, Spell-out.
- Proofread material in teams using proofreading symbols. Write a corrected copy of the story.
- Write newspaper headlines for Mother Goose rhymes.
- Write newspaper stories about Mother Goose rhymes.
- Write a headline for a news article from which the headline has been removed. Then compare your headline with the original.
- Write an article for a headline that has been clipped from a news story.
- Write captions for a picture.
- Express in one sentence the central theme of an editorial. These should be 2 separate activities. Write an editorial expressing approval or disapproval of a current activity in the community or school. Use the "Editorial We".
- Rewrite adventures of such heroes as Robin Hood, Davy Crockett, and Neil Armstrong as news stories.

- Write letters to editors on school topics.
- Write a letter applying for a job listed in the Want Ads. Give to a classmate to read. Have the classmate answer the letter giving reasons why the applicant can or cannot have the job.
- Write original narratives for cartoon strips that have had the bubbles of conversation cut out. Compare with the published version.
- Complete a comic strip by drawing a picture and writing conversation for the last frame which has been removed. Compare with the original version.
- Develop a comic strip into a short story.
- Rewrite the conversation from a comic strip in paragraph form, using correct capitalization, punctuation, and paragraphing. Add descriptions of the action to make a more complete story.
- Read a short news article prepared by the teacher with certain words underlined. Rewrite the article substituting antonyms for the underlined words. Reread to see how the meaning has been changed.
- Read a short news article prepared by the teacher with certain words underlined. Rewrite the article substituting synonyms for the underlined words. Check to see if the meaning of the article was retained.
- Write a lead including the 5 W's about some school event. Ask the principal for permission to read this over the public address system.
- Listen to a feature story (oral or taped). Take notes of important details. Organize the notes and listen to a second reading to see if any important points were missed.
- Compose an advertisement with illustration for an imaginary product or service.
- Using a human interest picture, write what could have happened before. Write a predicted outcome.
- Make posters advertising coming events.
- Write "Who Am I?" riddles about people in the news. These may be in rhyme.

REMEDIAL HANDWRITING PRACTICE

- Cut the classified ad page into fourths. Place one fourth of a sheet horizontally on the desk. Using a large crayon and full arm movement, practice writing cursive and manuscript letters on two columns of ads. After successful practice reduce to one column.

COMPREHENSION

- Practice identifying the 5 W's from several clipped and prepared news articles with answers listed on the back for checking. Leads of sports stories usually contain all five. Check several leads of sports articles to see if this proves true.
- Underline the 5 W's in a sports story and a news article. Indicate each with a different color.
- Read selected articles which have been mounted on cards with accompanying questions. See who can answer the most questions about the articles.
- Cut up comic strips. Place in envelopes. Arrange in proper sequence.
- List events or happenings in an article in chronological order.
- Illustrate a news article which is not accompanied by a photograph.
- Choose an article of from three to five paragraphs. Cut paragraphs apart and place in an envelope. Trade with a friend and race to see who can arrange them in proper sequence quickest. Involve several students in a playoff. Determine the champion "article arranger".
- Scan the front pages of Sections A and B. Identify each news article as local, national or international by circling each category in a different color.
- Match pictures with captions which have been cut apart from them.
- Identify the order in which the 5 W's are presented in the lead to several articles that are read aloud. EXAMPLE:

4		
1		
3		
2		
5		

Who?
What?
When?
Where?
Why?

- Devise "Fish"-type card games requiring matched pairs of cards containing like types of newspaper articles. EXAMPLES: comics, editorials, ads, society news, news articles.
- Compile a "Daily News Journal" listing the main ideas of three significant news articles.

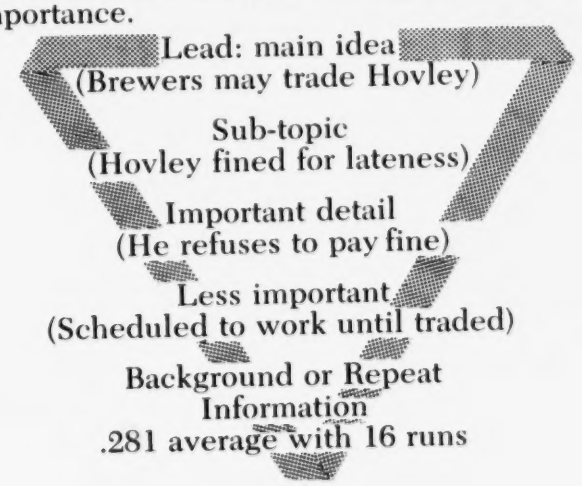
  Write a "Daily Quiz" for others to answer using their newspaper.
- Classify items in grocery ads under the following headings:

  Meat, Dairy, Produce
  Food, Household Items, Miscellaneous
  Breakfast Foods, Lunch Foods, Dinner Foods
  Canned Foods, Frozen Foods, Dried Foods
  Foods Served Hot, Foods Served Cold
- Use Roman numerals and letters to extend the above activity to outlining.

- Use The St. Petersburg Times section called "In The Times Today" to illustrate concise and factual summarizing. Notice the length – at most three sentences. Using an article not summarized in the paper, read and write a brief summary. Does it give a concise and comprehensive picture? Which information is important? Mount some of these on the bulletin board for "Today's News Briefs", enabling other students to get a brief picture of events.
- Frame the sentences containing the main idea of a short article. Cross out all sentences that are not essential or that restate the main idea. Read what is left.
- Underline the main idea of an article with one color pencil and the supporting ideas with another color pencil. Fill in the inverted pyramid with information from the article.

INVERTED PYRAMID WRITING

A news story is told three times, in the headline, in the lead paragraph, and in the body of the article. The facts are arranged in descending order of importance.



16

CRITICALTHINKING

- Find examples of satire, puns and slapstick in comic strips.
- Read an editorial and a news story on the same subject. Compare them by asking:
  Was the news explained in both?
  Was the editor's opinion expressed in both?

- Collect and label various types of editorial opinion. Suggested classifications: humorous cartoons, satirical cartoons, locally-written editorials, syndicated editorial columns, letters to the editor, and public opinion forum.
  Read several editorials and classify them by purpose: to inform, to persuade, to argue, to entertain.
- Read from several sources and report on how an editorial policy of a newspaper is established.
  Underline cliches. Substitute new metaphors and similes.
- Locate and circle words that evoke emotion, prejudice, or prejudgment. EXAMPLE: ragged, clean-cut, shifty.
- Choose two articles from different sections of the paper. How many of the following criteria of publication do they meet? Timeliness, significance of event, conflict, prominence of person, human interest, the unusual, romance and adventure, animals, amusement.
- Choose an advertisement. List the different ways the advertiser appeals to the buyer. EXAMPLES: Size of ad, color, price, catchy words, sketches, size of lettering, style of lettering.
- Clip and mount a large advertisement. List the ways in which the advertiser is using the fundamentals of good advertising.
  Getting attention through positive treatment
  Showing the advantages of the product
  Creating a need for the product
  Persuading people to buy the product
  Asking for action from the buyer

In each group of sentences mark F for a factual statement, P for a positive biased statement, N for a negative biased statement.

_____ Mary wore a funny outfit.
_____Mary wore a smart outfit.
_____ Mary wore a short blue skirt with a frilly white blouse.
_____ The commissioner was reelected by a vote of 235 to 200.
_____ The commissioner was reelected by a small majority.
_____ The commissioner was reelected by his approving constituents.

- Discuss ads that claim proof or show before-after photographs.
- Evaluate for authenticity.
- Find and underline a slanted sentence in a newspaper article or advertisement. Indicate whether it is slanted positively or negatively.
- Clip and mount a short newspaper article.
- Change some of the sentences so that it will be a slanted article.

2 Robert Colley Nelson, "Newsman Suggests Criteria Middle-Graders Can Use to Judge Political News," Middle-Grade Activities, Vol. 34, No. 1 (September-October, 1968) p. 1. Adapted with permission.

Guidelines for Evaluating a News Article [2]	
Is it accurate?	Sources cited that are well-known and respected.
Is it authentic?	Is the news first-hand, eyewitness, on-the-scene?
Is it balanced?	Are both sides of an argument given? Is only one side of an argument given?
Is it thorough?	Are all important points about a candidate or his policy given?
Is it prejudiced?	Are fact and opionion separated? Are facts slanted favorably or unfavorably?

- PROPAGANDA
  Choose a picture that could be easily described from more than one viewpoint. Write descriptions of the picture from the viewpoints of those involved – the students, the police, school administration, the community, etc. Either read aloud or duplicate the descriptions. List the differences in the descriptions.
- Introduce the concept of bias, the slanting of news to present the viewpoint of a particular group rather than all viewpoints. Determine the sides of a controversy by underlining in the news articles who is being quoted. Is the writer of the story qualified to present more than one side of the story? Does he represent any group, organization, political party, or economic group?
- Distinguish fact from opinion. Reproduce a news story in which phrases or sentences of editorial opinion have been inserted. Underline these phrases or sentences. Use expressions such as "We are glad to report," "The very distinguished Mr. Jones," "A very good speech by . . ." Remember that a speech can be described objectively by telling what actually happened during the presentation of the speech, but that when a news story labels a speech "good," the publication is passing an editorial judgment.
  Search for typical propaganda techniques from news stories & advertisements for a class scrapbook.
- Typical Propaganda Techniques [3]
  A. Bandwagon – "Everybody's doing it."
  B. Testimonial – "Eddie Albert likes Gain."
  C. Plain Folks – "Howdy, neighbors. Welcome to our program."
  D. Name Calling – "Red, Reactionary, Hawk, Dove, Right-Wing, Left-Wing, Liberal.
  E. Snob Appeal – "Original creation by Dior."
  F. Glittering Generalities – "Absolute honesty, right to work, American way, Truth, Freedom, Liberty, Democracy."
  G. Transfer – "Using a picture of a mother and child to transfer whole truths which have no point in the discussion. Lifting out of context is a favorite ploy for this technique."
- *"The Propaganda Game"*
  by Wiff'n Proof Box 71-BA New Haven, Connecticut,
  is recommended for teacher background.
  Propaganda: Harm or Help? (Gainesville, Fla.: Alachua County School Board, 1969) pp. 6, 7.

3 Propaganda: Harm or Help? (Gainesville, Fla.: Alachua County School Board, 1969) pp. 6, 7.

C

Math

Newspaper Math

As student population continues to MULTIPLY, teachers' time must divide in more directions. Rather than allow this to SUBTRACT from learning opportunity, ADD individualized newspaper math activities to the curriculum!
Each of the activities to follow is designed to be typed on an index card for pupil use in conjunction with the newspaper. Time should be provided for sharing results and evaluating to insure reinforcement and to promote the attitude, "This is fun! We really do use math outside of school, don't we?"

Whole Numbers

1. Pretend you have $8.00 with which to feed a family of five. Plan menus for three meals listing the amount of each food you plan to serve. Look up the price of each item of food in the advertisement section of the newspaper. Add the figures and decide whether $8.00 is enough. If you run out of money, go back and replan your menus using cheaper items. (Did this activity help you appreciate your mother?)
2. In a contest with several classmates decide on an article you would like to buy. For example: A new bicycle with "high rise" handlebars and banana seat. Look through the advertisements over a five-day period. The winner will be the one who finds the cheapest price on the article agreed upon.
3. Your parents have just given you permission to completely refurnish your bedroom. List all the furnishings you will need in order to do this. From an advertisement locate prices for each item you plan to use. Add these prices and find the total. If you planned to purchase any items that could have been bought for a cheaper price, write a paragraph explaining your reasons for paying extra.
4. You have been given permission to clear your closet of any unwanted clothes and restock it with things you would like. Make a list of the clothes you would want. Look through clothing advertisements in the newspapers and locate the best deals for each item. Add the prices together and find the total.

   If you had to shop with $10.00 less than this which item(s) would you give up. Why?

Other Suggested activities:

- Locate large numerals to practice reading.
- Find the cost of an airplane trip. Figure cost per mile.
- Figure a monthly family budget from newspaper ads.
- Block out all numerals from a page of the paper to emphasize the importance of the meaning they communicate.

St. Petersburg Times
Tuesday, June [redacted]

CITY EDITION

SECTION B

This Game's All Wet

Sunday afternoons unleash the "fluid crave" of [redacted] boys from [redacted] studying water safety in a free [redacted]-week course. At the St. Petersburg Junior College natatorium on Burlington Avenue near [redacted]th Street N, the boys enjoy a good, clean game of underwater basketball — with dribbling allowed on every try. At the top, there's more to this play than shows on the surface and (left) here's proof — a purpose leap for a real drop shot. The games follow float-or-flop sessions with Red Cross safety instructor Tom Miner (foreground below), who sees that everyone learns to stay on top of the situation. The lessons began May [redacted] and will end Aug [redacted]

Staff Photos by Ron Pinner

NOW NO. [redacted] IN FLORIDA

Pinellas' Population Pegged At [redacted]

By CLAYTON REED
Times Business Editor

The U.S. Census Bureau will tell the County Commission this morning that Pinellas County's population is about [redacted]. The Times learned Monday.

The figure — put by Washington reports at exactly [redacted] — means the county has grown by about [redacted] per cent since the [redacted] census count of [redacted] and is now Florida's [redacted] most populous county. In the [redacted] census Pinellas was [redacted].

NEVERTHELESS, the figure will be a disappointment to many local planning groups and county boosters who had expected the population total to be much higher.

Estimates had ranged as high as [redacted] — the Tampa Bay Regional Planning Council's figures as of Jan. [redacted], Florida Power Corp., on the basis of electric meters, had estimated [redacted] as of March [redacted]. The county's own planning department had put the total last year at [redacted] and raised it this year to about [redacted].

On the low end were University of Florida estimates, which placed the figure in [redacted] at about [redacted], and the authoritative Sales Management magazine, which estimated [redacted] as of Jan. [redacted] but which recently raised the figure by [redacted] to [redacted] after protests of county partisans.

William R. Brennan, district manager for the Census Bureau who will present the official figures to county commissioners at [redacted] today in Clearwater, recently made a "personal estimate" that the county's total would be in the range of [redacted].

BRENNAN cautioned, however, that census enumerators were having trouble registering "part-time" county residents. Many former Northerners who spend more than [redacted] months of the year in Florida have not always listed this state as their home, he said.

A retirement-resort area such as Pinellas County is "very susceptible" because of this to having distorted census figures, he said.

The [redacted] count still would assure Pinellas of the No. [redacted] spot among Florida's counties, it is believed — lifting it [redacted] notches from [redacted] census figures past Hillsborough (Tampa) and Duval (Jacksonville).

DADE COUNTY (Miami) will remain easily in the lead with more than [redacted] inhabitants, and Broward (Fort Lauderdale-Hollywood) should take the [redacted] spot. Reports put Broward, the states' fourth-largest county, at a starting [redacted] in the census count. Its [redacted] figure was only [redacted].

Hillsborough, which led Pinellas [redacted] to [redacted] in the census, is expected to be around [redacted] this year, about [redacted] or more behind Pinellas.

Duval's recently announced final showed [redacted] a [redacted] per cent—gain from [redacted] but not enough to keep Pi-

(See CENSUS, [redacted])

PSC HEARINGS BEGIN

General Telephone Asks [redacted]-To-[redacted] Increase

By PAUL SCHNITT
Of The Times Staff

TAMPA — Basic telephone service for residential customers in areas served by General Telephone Co. will cost from [redacted] to [redacted] more per month under a rate increase sought by the utility.

Although the proposed increase was first announced in February, it wasn't until the start of rate hearings Monday before the Florida Public Service Commission (PSC) that the effect on specific categories of customers was released.

And the first day of hearings, devoted exclusively to company witnesses, disclosed that General Telephone has upped its requested rate increase about [redacted] million from the initial [redacted] million to [redacted] million.

NORMAN SHENK, a vice president of General Telephone, said the added increase is now being sought to make up for a rate reduction ordered by the PSC earlier this year in another rate case. The PSC, which regulates private utilities in Florida, had ordered a [redacted] million cut in a [redacted] million temporarily-granted rate increase.

"We wouldn't have changed our application if we didn't have our rates reduced," Shenk said.

As the new proposal now stands, Pinellas residents with private lines would face a [redacted] increase in their basic monthly charge, bringing it to $9.90.

PHONE USERS with a two-party line would have to pay [redacted], an increase of [redacted] for each monthly billing.

NORMAN SHENK
. . . profits deteriorated.

For those served by a four-party line, a [redacted] increase would put their rate at [redacted].

Businessmen also can expect an increase in their bills, ranging from [redacted].

During the daylong hearing in the Hillsborough County Courthouse in downtown Tampa, seven company witnesses took the stand to testify for the proposed increase.

THE COMPANY is expected to complete its presentation today when President Fred Learey and a money market expert testify.

The public gets its chance in a series of hearings next week.

Shenk told Commissioners William Mayo and Jess Yarborough that General Telephone's profits have deteriorated to a point where they are "alarmingly below the necessary level and continuing to erode."

HE SAID additional operating revenue of [redacted] million a year "is needed to bring our earnings within range."

The company's operating in-

(See GENTEL, [redacted]B)

IN SHORE ACRES

Planners Approve Apartment Zoning

A developer's request to change the zoning of [redacted] acres in Shore Acres from single-family residential to apartment zoning was granted Monday by the St. Petersburg Planning Commission.

Only Walter Bobbitt, an alternate commission member filling in for Chairman H. A. McQuilkin, voted against Robert Wray's request to rezone the tract north of [redacted]rd Avenue NE along both sides of County Road [redacted].

But disgruntled Shore Acres residents, who had opposed the rezoning request, said immediately they would ask the St. Petersburg City Council to hold a public hearing on the issue.

F. Stewart Justice, president of the Shore Acres Property Owners Association, said he would present a petition signed by [redacted] Shore Acres residents asking the council to overrule the commission's action.

WRAY presented another petition signed by [redacted] Shore Acres residents who favored the rezoning request.

Commission member Jesse Stroud noted that few of the rezoning opponents live on property abutting Wray's land since it is surrounded almost entirely by land owned by the city and the Pinellas County School Board.

He said the city "doesn't have to be a sea of single-family residences."

IN OTHER action, the commission denied a request by Thelma and Earl H. Spence to rezone a lot at [redacted] Ave. N from single-family residential to apartments.

"This," said Stroud, "would be spot zoning if we passed it."

A request to rezone about [redacted] acres between [redacted] and [redacted] Streets south and north of [redacted]d Avenue from single-family residential to apartments was delayed at the request of the applicants, Adelaide Jason and Mari Alice Tessier.

They asked that it be delayed because of illness.

JESSE STROUD
. . . a sea of residences.

UF Freezes Funds For Harlem Council

Funds have been cut off to the Little Harlem Council, a community self-help group, as a result of the arrest last week of Willie Billue, executive director of the council.

George Ruppel, president of the Pinellas United Fund, said that funds were being frozen until an investigation of the organization could be conducted. The Little Harlem Council has been receiving funds through a Community Services Council special projects grant.

"It would be unfair," Ruppel said, "to penalize an agency because an employe allegedly committed a crime. However, it is equally important that the United Fund and the Community Services Council act to give assurance to our contributors that their money is being used honestly and wisely."

Billue, [redacted], turned himself in to Secret Service agents in Tampa June [redacted] after learning he was charged with aiding and abetting in the possession of stolen mail and forging and passing a stolen U.S. Treasury check.

The Little Harlem Council was organized to provide services such as commodity food distribution, neighborhood

(See HARLEM, [redacted]B)

Tax Line Seen Holding

Times Bureau

CLEARWATER — "I don't anticipate any additional taxes for the next fiscal year," says Charles E. Rainey, chairman of the Pinellas County Commission. "This board is going to make every effort to hold the millage line."

The county property tax rate is [redacted]. Despite another year's extension of the legislative deadline to limit the rate to [redacted], Rainey said, the county does not plan to call for an increase.

There is one possibility for an increase, however. The Legislature passed a local act authorizing a [redacted] assessment to finance care for the medically indigent.

Rainey explained that the new tax will not be imposed unless county voters approve it, and the commission will schedule an election on the question. "If they vote for it, then the millage will be in addition to the millage that the county sets," Rainey explained.

Rainey said the millage rate will be set July [redacted], the same day of a public hearing on final budget recommendations to the commission. The county circuit clerk will be authorized July [redacted] to advertise the public hearing, Rainey said.

The millage rate is governed by the budget, which is prepared by the county administrator after receiving recommendations from the several county agencies — excluding those financed through the fee system.

CHARLES RAINEY
. . . no increase planned.

Fractions (Common and Decimal)

1. Locate a recipe in the food section of the newspaper. You have a large group coming for dinner so make the recipe four times as large. List the exact amount of each ingredient you will need to prepare the dish you have picked. Check the advertisements for prices of each ingredient and estimate how much the dish will cost.

   Try the above project changing from "four times as large" to "one half of."

Graphs and Charts

1. Keep a record of the number of marriages each day over a period of one week. Plot these on a bar graph. On which day was the bar the highest? The lowest? Do this again the second week. Do the graphs look about the same? Can you guess why they are or are not about the same?

2. Keep a record of the number of girl babies and boy babies born on each day over a period of one week. Plot these side by side on a bar graph, using pink for girls and blue for boys. On which days were there more boys? More girls? Total the girls and boys and see which total is greater.

   Estimate the totals for next week and keep your records again to see how close you are with your estimates.

Percentage including Discounts and Interest

1. You have just been given $500 by your rich aunt with the understanding that you deposit the money in a savings account for one year. Locate a bank or savings association advertisement in the newspaper and find out the rate of interest they pay. Figure the interest you will get on your money and decide how much you will have at the end of the year.

2. Pretend you are a business man who can buy things at a 40% discount off the retail price. Locate the prices of five items you would like to purchase and figure the price before and after your discount. How much money did you save by getting your discount?

   Why can't stores give everyone discounts like this?

3. Your father wants to purchase a second car for $500. He can borrow money to pay for this car if he pays back the $500 plus $50 interest in one year. Locate some bank advertisements and see if you can find one which offers cheaper interest. Figure out how much you can save your father. Maybe he will share the savings with you.

Averaging

1. Locate the obituary page in the newspaper. List the ages of each person at death and find the average age. Repeat this each day for a week. Add the daily averages and then determine the overall average.

2. Locate the weather report in the newspaper. Choose five cities of interest to you and record their highest temperatures. Continue this for one week and then find the average temperature for each city.

3. From the classified ads in the local paper list the prices of ten two-bedroom homes. Determine the average price of these homes. From the classified ads in an out-of-town paper do the same thing. How would making a comparison like this help your father if he were planning to move to another town.

Other suggested activities:

See "Use of Stock Market Pages" on page 22 .

Measurement

1. Lay out a full double page of the newspaper. Measure to find the length and width. Use that information to figure the perimeter and the area. Estimate the number of these pages that would be needed to cover your classroom floor. Test your estimate to determine how close you were.

2. Your mother would like a different floor covering on the kitchen floor. Measure the floor and determine the area in square feet. Locate a floor covering advertisement in the newspaper and figure the cost of the floor covering needed for the kitchen.

   For doing such a good job you should get a 10% commission on the price of the materials. Figure out how much you will earn.

Word Problems

1. Pretend you are a teacher who has some students having difficulty with story problems. Read an advertising section in a newspaper and write four story problems, one each for addition, substraction, multiplication, and division. Work these out yourself and have a classmate work them. Compare your answers, remembering to ask for help if you can't come to an agreement.

2. From a newspaper advertisement locate the price of something you would like to buy. Think about the amount of money you earn and the amount of your allowance. Write a word problem that will help you find out the length of time you will need to save the amount of money necessary to make your purchase. Work out the problem by yourself first and then with a classmate. Call in a third person to help if you two do not agree.

Math Vocabulary

1. When you awoke this morning you had aged twenty years and found that you were a business person. At the end of the day you were asked to tell about your day. Use at least five of the following words to write a story about your day as a business person.

stock market	installment	security
fraction	down payment	budget
percent	interest rate	statistics
averages	collateral	ratio
credit	appraisal	discount

   Before you write your story locate the words in the newspaper and notice how they are used.

2. From a page of food advertisements list words used to describe products. For example: "Super-Duper Giant Size" detergent. For each product list the number of ounces in the container. If the weight is not listed in the paper go to your local grocery store to get this information. Compare containers from different companies that use the same terms to describe their product. Find out if there are any differences in weights amoung the different companies. Write a paragraph telling how making these comparisons may save your parents money.

Simulation Game – Enough Money for the Budget

This game will be easier and more fun if you work in teams and set up a point system which all teams will follow when they determine the winner.

Pretend you are a family needing a job providing enough money to meet your budget.

Read the "Help Wanted" section of several newspapers until you locate a job you would like. Figure out how much this job would pay by the month.

Make a list of all expenses you have for the month. Locate advertisements in the newspaper which give you the cost of these things. Find the total of your expenses for the month. If the total is greater than your income you must go back and cut out some things or buy cheaper things.

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The Stock Market

The stock market pages provide an excellent source of material for individualizing and enriching the mathematics program. However, many teachers are reluctant to use this approach due to their lack of familiarity with the market. Actually, it is remarkably easy to acquire the necessary minimum knowledge. Free materials from any brokerage company are easily obtainable in quantity which will give a basic understanding through the glossaries of market terms and guides to the ways in which common stocks may be bought and sold. An insert at the bottom of the New York Stock Exchange listing is an aid to reading the market pages after the basic vocabulary is learned.

Two interesting and informative films for both teachers and students are:

"Your Share in the Future" which may be borrowed from Pinellas County brokers' offices.

"What Makes Us Tick" which is an animated cartoon presentation. Borrow from The Modern Talking Picture Service, Inc., 714 Spring Street, N.W., Atlanta, Georgia 30308. Return postage is the only charge.

Reading the financial page which immediately preceeds the stock market pages helps to build additional background information, and any questions which occur with students can be answered by any stockbroker. The brokers are most cooperative in providing any help to schools. Understanding the symbols for the names of the companies is unnecessary, but students often enjoy finding out about the companies in which they become interested.

When the stock market pages are first introduced, a sample similar to the following with explanatory labels may be helpful.

		Sales				Net
		(Hds.)	High	Low	Close	Chg.
BethStl	1.80	138	25½	24½	24¼	-½

A variety of procedures may be used, one of which is suggested here. "Buy" three stocks, 100 shares of each. Keep a daily or weekly record of each stock on separate pages. (A sample form for a record sheet is provided.) Sell any stock whenever it seems advantageous, but replace it by buying another so three stocks are always "owned." Keep careful records of all profits and losses. It may arbitrarily be agreed that stocks may be bought at the lowest price quoted for the day and sold at the highest price for the day. If students need to become familiar with the process of multiplying decimals by 100, the dividend may also be taken when the stock is sold even though dividends are usually quoted on an annual basis. Students discover that taking the dividend increases gains and decreases losses. Since most children enjoy competition, they may want to find out who has made the most money by a specified time.

A stock market project, of course, automatically involves social studies because students discover, while watching the fluctuations of the prices of their stocks, that a tremendous variety of incidents occurring anywhere in the world tends to influence the stock market.

Sample Form for Recording Stock Purchases

Xerox

August 2, 1969 . . . BOUGHT 100 shares at 93⅛ Total Cost: $9,312.50

Date	Dividend	Sales in Hundreds	High	Low	Close	Net Change
8/2/69	.60	1069	95	93⅛	94⅛	+¼
		(Continue record until selling date)				
8/23/69	.60	455	98½	96	97¾	+½

August 23, 1969 . . . SOLD 100 shares at 98½ Total: $9,850.00

Selling price:	$ 9,850.00
Cost	9,312.50
Profit	$ 537.50
* Dividend:	60.00
Total Profit	$ 597.50

*NOTE: Taking the dividend after such a short "holding" period for the stock is not realistic and should be explained to the students. It is done in this project simply to give students experience in multiplying decimals by 100. (Students often discover for themselves the short-cut method of moving the decimal point two places to the right.)

D

Social Studies

Children and Politics

"As a result of research which they are doing in the area of the political socialization of children, Porfessor David Easton and Robert Hess of the University of Chicago make these starling comments, "Every piece of evidence indicates that **the child's political world begins to take shape well before he even enters elementary school and it undergoes the most rapid change during these years,"** and, **"The truly formative years of the maturing member of a political system would seem to be those years between the ages of three and thirteen."** 4

Controversial Issues

Concern with controversial and political issues is a trend in new elementary social studies that leads the most competent, informed teachers to seek the guidance of research and others more experienced. Hopefully as teachers crusade for relevance in the curriculum, children will be (1) more prepared to cope with life's realities and (2) better equipped to take advantage of the past in dealing with today and tomorrow.

Guidelines for Selecting Controversial Issues 5

Is this issue beyond the maturity level of the pupils?
Is this issue of interest to the pupils?
Is this issue socially significant and timely for this course and grade level?
Is this issue one the teacher feels he can handle successfully from a personal standpoint?
Is this issue one for which adequate study materials can be obtained?
Is this issue one for which there is adequate time to justify presentation?
Is this issue one which will clash with community customs and attitudes? If so, should it be avoided?

4. Gloria Cammarota, "Children, Politics, and Elementary Social Studies. **Social Education** (April, 1963) p. 205.

5. New Directions in the Social Studies (Clearwater, Florida: Board of Public Instruction, 1967)p.31.

Newspaper Activities Focusing On Values

- Following a discussion in which pupils attempt to define "values", select three articles concerning decisions made by a person or by a group. Identify the belief or value that guided each decision.
- Analyze human interest stores in an attempt to identify values as a basis for action.
- Discuss the values or lack of values involved in a vandalism or crime report.
- Collect and review articles or letters to the editor which refer to specific groups such as teenagers, senior citizens, Negroes, or Indians.
- Interpret philosophic cartoons or columns attempting to identify values the author holds. EXAMPLE: "The Country Parson"
- Discuss value conflicts such as honesty versus loyalty when articles are available describing people in joint difficulty.
- Dramatize unique alternative behaviors that could have changed the outcome of an incident reported.
- Offer possible solutions to problems as a means of participating in vicarious decision making.
- Discuss how a person might feel in a particular situation.
- Follow up viewing of value films such as "Paper Drive", "Clubhouse Boat", or "Trick or Treat" (see county film guide) by searching for articles related to values involved – honesty and responsibility.
- Identify democratic values upheld by the Constitution and Declaration of Independence. Find related articles. EXAMPLES: murder, robbery.
- Survey the society section to list customs related to cultural values. EXAMPLES: weddings, birth announcements, anniversaries.
- Construct a bulleting board from articles to prove "People Care".
- Discuss health as a value and analyze health product ads for sincerity and authenticity.
- Select several admired people frequently in the news on a state level. Write them brief letters inquiring about what they consider to be their basic values in life.
- Construct a "Fairness Is . . ." poster implementing articles related to justice or fair play.
- Conduct a one week search for "Love in the World" to find the greatest number of articles referring to friendship or love.
- Include reference to animals, people, and environment.
- Compile a list of "People I'd Like to Know and Why". Clip available pictures.
- Find articles related to our government's aid to people in our country and abroad.
- Research and debate issues such as:

  Heart Transplants — Drugs
  Billions for Space — Protests
  Starving Peoples of the World
- Select a group of organizations for an imaginary award for aiding people in disaster areas.
- Construct a bulletin board or chart related to causes and effects of:

  Rioting — Law Breaking — Good Deeds

Social Studies Skill Activities

Other Skills Are Included As An Integral Part of Content Area Activities

- Play "Scavenger Hunt" giving pupils a list of map and globe terms or skills. Within a limited time they are to mark newspaper articles which could be used as an example skill or term. Example:
  1. North arrow
  2. Map legend
  3. Parallels and meridians
  4. Recognizing home city and state
  5. Computing distance between points
  6. Recognizing maps of different purposes
  7. Recognizing land and water masses
  8. Tracing travel routes by different means of transportation
  9. Comparing 2 maps of the same area
  10. Orienting a map to north (match north on the map to true directions.)
- Mark the paper according to oral directions using terms "above", "below", "up", "down", "near", "far", as well as cardinal directions North, South, East and West. Directions maybe planned so that a final connection of X's or dots will produce a figure such as a star. EXAMPLE: Put an X above the headline and west of the weather report. Draw a line south to the first picture you come to. Draw another dot. Continue the line to the east, etc.
- Collect and classify maps according to purpose or hemisphere.
- Locate datelines of articles on an outline map of the world or mark their locations on the globe by mounting pennants in a dab of clay.
- Construct simple poster of map legends.
- Reproduce a newspaper map in a different medium such as clay, soap and starch, felt, cut paper, or chalk.
- Compare a newspaper map of a section of Florida with the same area on a road map. List differences in detail shown.
- Draw lines of latitude and longitude on a newspaper map using a globe or textbook for reference.
- Compile an atlas of newspaper maps. Label properly.
- Write a glossary of map abbreviations.
- Collect aerial photographs. Distinguish between vertical and oblique angle photography. Research map making techniques.
- Make statements of relative location regarding cities in the news. EXAMPLE: Tallahassee is located in northern Flor-

ida, south of Georgia and the same approximate distance from the equator as parts of Louisiana and Texas.

- Draw time zones on a map of the United States such as the weather map.
- Plan an imaginary trip traveling a limited number of miles. Mark approximate routes on a United States map which has a scale of miles.
- Post daily temperatures of a few key cities around the world. Compare their latitudes and temperature with U.S. cities.
- Compare newspaper map with atlas map.
- Devise questions which can be answered by looking at maps, charts, etc.
- Choose a map with names of places covered or disguised. Determine if it would be a good place to build a town, construct a dock, railroad, or airport. Give reasons. Then compare the map with its actual location and development.
- Place a question mark on a map. Find current news of that place.
- Locate a variety of terms that describe geographic features such as:
  canal peninsula ocean bay
- Mount a suitable colored picture which represent environment. Frame the picture with cut-out related words such as ecology, pollution, threat, wildlife, debris. Be able to tell how each world relates to the picture.
- Construct a retrieval chart (see below) on which to store collected bits of related data over a period of several weeks. Use the information to make comparisons and generalizations.

The Business World
(retrieval chart)

	WORKER'S PROBLEMS	Expense of Operation	Special Problems	Change	
Airlines					
Gas and Oil Companies					
Automotive Industry					

- List as many titles as you can think of — governor, general, etc. Predict which ones will be mentioned most frequently in the A section of the paper. Conduct a 10 minute search before tabulating results.

Captain	President	Senator	Representative	King	Judge	Prime Minister	Secretary	Commissioner
	X							X
	X	X						X
	X	X	X		X	X		X

6 - 18
1970, The Register
and Tribune Syndicate

"But if I look UP and DOWN before I cross the street, all I see is the sky and ground!"

Released by The Register and Tribune Syndicate

27

Interpreting Political Cartoons

The skill of interpreting political cartoons is introduced simply to elementary children using only selected cartoons which are within the realm of experience and understanding of the children. It is suggested that since few cartoons are ideal for elementary use, that a file be kept of appropriate cartoons which might possibly be reproduced or made into transparencies for group viewing.

Is the cartoon based on fact or opinion?
What is the opinion of the cartoonist?

Sample Questioning Pattern

Why is this picture a cartoon?
Who drew it?
What is a cartoonist?
Is there a title to this cartoon?
How do cartoon titles differ from other titles?
Can a caption be used as a title?
Is there any form of exaggeration in this cartoon?
What kinds of things are used as symbols?
How would you interpret this cartoon?
Can it be interpreted other ways?
Does an editorial accompany this cartoon?
How does the cartoon emphasize the editorial?

Activities

Arrange cartoons under specific categories such as:

Local State or National

Moral Issues Economic Issues Political Issues

Construct a bulletin board or posters of symbols such as a donkey, eagle, lion, dove, or hawk.
Draw posters of animals from fables discuss their symbolization.
Categorize symbols and create new symbols to fit the areas:

Power	Success	Failure
Health	Patriotism	Other

Select a school matter or other issue of interest. Express personal opinion by means of an original cartoon. (The World Book Encyclopedia contains a helpful reference on cartoon drawing.)

Exchange pupil drawn cartoons with peers for interpretation and reaction.

Identify ways the cartoonist minimizes or points up the importance of an idea. Example: Large dove – small hawk.
(Size.)

Compile a frequency list of topics that are the subject of editorial cartoons. Example:

	Times	Sun	Times	Sun	Times	Sun	Times	Sun	Frequency List of Editorial Topics
Peace	X				X	X	X		
Inflation				X					
Local Politics		X	X					X	
	9/16		9/17		9/18		9/19		

Social Studies Content: Self-Realization

- Read, discuss, and categorize:
  - Family situations (Comics and humorous cartoons, Family Circus)
  - Continued series (Judge Parker)
  - Pure joke: build-up, punch line (B.C., Tumblewoods)
  - Humanizaton of animals (Peanuts)
  - Informative (Mark Trail)

- Choose which comics are similar to actual situations experienced. Explain why. Discuss the term "empathy."

- Discuss successful athletes, problems they overcame, and discipline they must exercise.

- List jobs for 6th graders in answer to "Where Can I Work?" EXAMPLE Newspaper route, domestic services, dog walking.

- Choose a hero or heroine in the news. Thoughtfully compare characteristics. Ask:
  - Are his goals similar to mine?
  - What are our strong points? Weak points?
  - For what do I admire him most?
  - Where does he show his greatest wisdom?
  - Where does he show his greatest courage?
  - In what ways does he set good examples for others to follow?

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- Write solutions to problems presented in comic situations, in teacher selected advice column letters, or letters to the editor.
- Draw comics illustrating a situation concerning home, school, or friendship problem or peeve.
- Arrange a bulletin board of clippings under these headings:

  Family Activities – Things families can do together. Discuss movie ratings in connection with this.
  Individual Activities – Things each family member can do alone.

- Cut out pictures of the latest fashions. Distinguish between likes and dislikes for personal wear. Analyze responses.
- Cut out conversation from family situation comics. Write a story to accompany action shown in the drawings.
- Identify emotions of hate, fear, elation, grief, etc., as described in articles, shown in photographs, or drawn in cartoons.
- Select an article, comic strip, or cartoon dealing with difficulties between individuals. Discuss factors contributing to the behavior of each. Role play the situation demonstrating alternatives of each person involved or dramatize in open-ended fashion allowing spectators to offer solutions.
- Discuss horoscopes and their scientific authenticity. Name factors that significantly influence one's "day".

The Community: Government, Schools, and Local Problems

- Select at least three headlines or articles. Write a sentence stating the problem each one concerns.
- Print statements of problems in question form such as, "Should the legislature override the governor's veto?" Attach these to a map to create a "problem picture" of state, local, or international concerns.
- Discuss an important event to determine what past events affected it. EXAMPLE: School overcrowding – population growth, limited new building construction, tax limitations.
- Identify one problem as "Today's Big Question". Locate information, discuss solutions, write letters to the editors suggesting solutions.
- Plan a project to improve the community such as making and distributing litter bags or cleaning up a neglected lot. Consider safety and parental consent.
- Make a bulletin board with local articles categorized under:
  Transportation Communication Government
- Look each day for names and pictures of people who work for the city or county. When at least 10 articles are acquired, make a game of matching name and job.
- Nominate a local official as "Most Valuable". Give reasons.
- Role play city council meetings dealing with concerns of interest to pupils.
- Invite a local official or school leader to speak about his job and concerns for the future. Plan questions in advance. Arrange to conduct the interview via tape if necessary.
- Plan a bulletin board, scrapbook, or poster of clippings grouped as:
  Accomplishments Challenges
- Compile a list of occupations to be categorized: Government Agency Employees Other Occupations
- Discuss selected reports of school vandalism. Draw posters concerning school financing to dramatize the fact that we all pay for the damage.
- Compile a glossary of new educational terms of interest. Example: Pod, middle school, modular scheduling.
- Discuss new school legislation. Distinguish between state and federal laws regarding schools.
- Discuss offerings scheduled in evening, vocational, and recreational classes.
- Compare education in other areas with local education by discussing appropriate articles.
- Discuss local population growth and its impact on schools.
- Talk with a reporter who covers school news to find out what people are most interested in knowing about schools.
- Discuss articles reporting success of an individual. Investigate the educational background or training of the person.
- Role-play bargaining sessions between students and educators (from elementary to college) concerning areas previously researched and discussed:
  Standards of behavior
  Standards for correct dress
  Type of curriculum
  Extra-curricular activities, societies.

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"Coach says I'm to practice throwing to you for at least 15 minutes every night."

Released by The Register and Tribune Syndicate

31

THE FAMILY CIRCUS **By Bil Keane**

"...'ONE NATION'..." "...'one nation'..."
"...'UNDER GOD'..." "...'under God'..."
"...'INVISIBLE'..." "...'invisible'..."

Released by The Register and Tribune Syndicate

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- Sell the idea of taking pride in the appearance of the school grounds with the use of propaganda techniques.
- Have an observation committee; note any difference before and after the propaganda campaign.

Cultural Heritage

- Collect clippings using words derived from Roman or Greek cultures. Mount these on charts showing relationship to original culture.
- Keep a scrapbook of words derived from other languages or mount the clipped words on a world map.
- Study musical programs listed in the entertainment section. Locate the nationality of composers represented.
- Collect pictures of buildings or styles of furniture showing influence of other countries. EXAMPLE: Columns, arches – Italian or French Provincial.
- Analyze comic strips to find false impressions regarding culture groups. Compare actual photographs with cartoons which promote inaccurate generalizations. EXAMPLES: Li'l Abner and Redeye.
- Collect pictures of symbols representing the U.S. EXAMPLES: Flag, Uncle Sam, eagle.
- Begin a cumulative file of articles dealing with American or state history.
- Design a calendar or scrapbook of customs and holidays. Contact the local Red Cross about sending it to children in another country with possible arrangements for exchange.
- Construct a "Sports Wheel" naming all popular American sports to be matched with their country of origin.
- List all sports included in the Olympics. Research Olympic history. Construct a time line of records broken.
- Note names of foreign exchange students visiting locally. Arrange interviews.
- Write a biography of a person about whom you have read news articles.
- Select for study religious denominations mentioned in the paper. Devise charts to show differences and likenesses. Compare to textbook studies of religions of the world.
- Design a local restaurant tour guide featuring food of various nationalities. Illustrate with ads or sketches from the ads. Consider opening an imaginary restaurant with a national flavor that would be new to the locality.

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FREE
NYLON RACING JACKET
same style as worn by many Indy drivers and racing personnel
WITH PURCHASE OF A SET OF FOUR NEW WIDE FIRESTONE "500" passenger tires
at our everyday exchange price
OFFER ENDS JUNE 30
ROCK BOTTOM Prices!
Bargain DAYS
NO PAYMENTS 'TIL SEPTEMBER
BANKAMERICARD
TEXACO

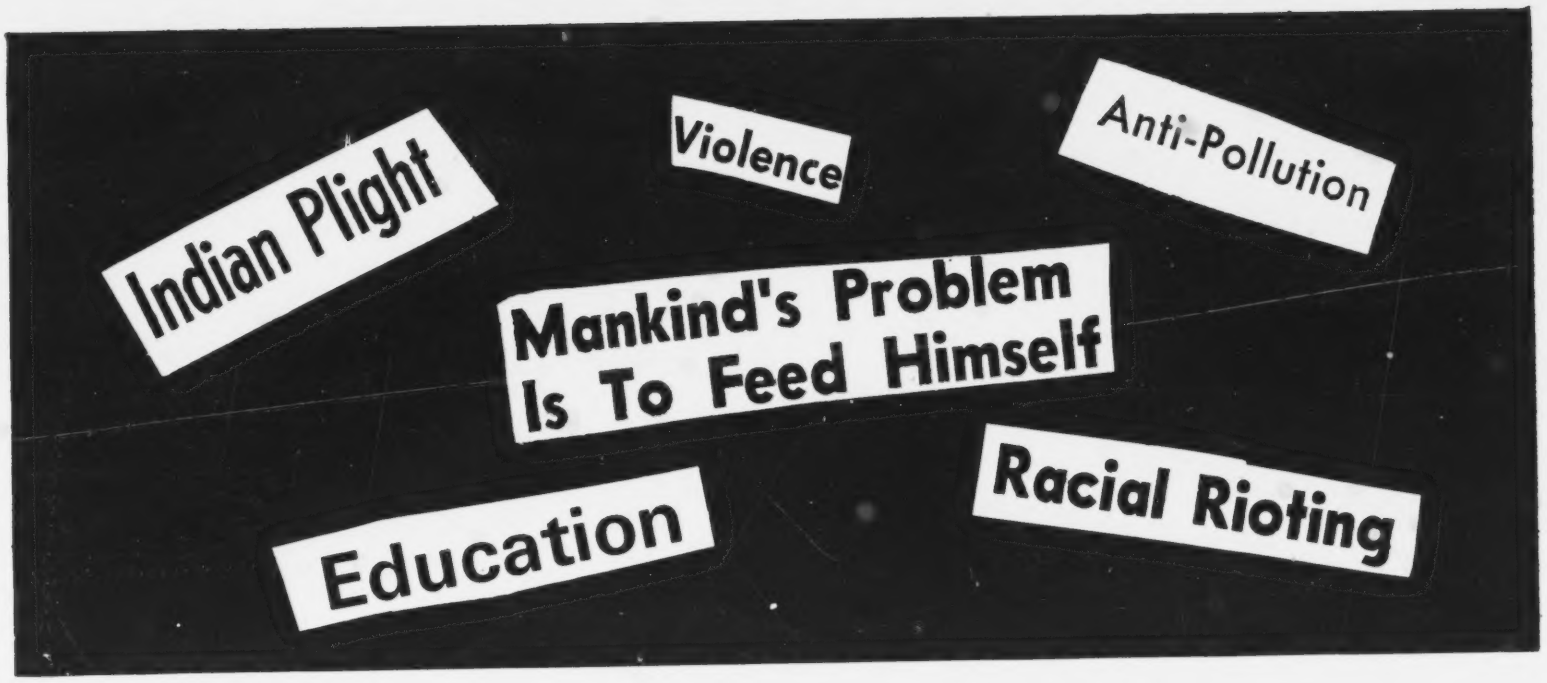
Money And The Economic System

See Math Section Also

- Plan a menu based only on grocery sale items.
- Take an imaginary shopping tour to purchase wardrobe needs based on established budget.
- Survey want ads and average home rental cost in locality.
- Compare cost-of-living with another area by securing an out-of-town paper. Record information on a chart.

	Average Rent for 3	Eggs	Ham-burger	Boys' Shoes
St. Petersburg				
Atlanta				
Chicago				

- Establish an imaginary business for which an ad is to be printed. Design the ad to scale. Investigate newspaper costs to compute the charge for running the ad.
- Write a classified ad to sell unwanted items. Figure the cost based on rates obtained from the newspaper classified ad department.
- Mount clippings related to Florida economy on a large outline state map. Present a panel discussion on "Conflicts as a Result of Scarcities" or Armament Sales to Warring Countries".
- Construct posters of price appeal words such as "cut-rate" or "discount".
- Collect statements referring to credit or credit cards. Discuss values and dangers of credit arrangements.
- Identify common elements of most insurance ads. Find related information about how insurance works.
- Draw pictures to illustrate the concept of inflation after reading and discussing articles using the term.



Our Country In Today's World

- Role play news broadcasts allowing correspondents to be assigned to places named in datelines of the day's paper. Locate all places on the map.
- Select a "hot spot" featured in the newspaper. Collect all related articles and maps for discussion.
- Identify words naming PEOPLE - ORGANIZATIONS and PLACES in an article describing U.S. - World relations.
- Identify both sides of a controversial issue. React to articles by answering, "What does side 'A' think about this? Side 'B'?"
- Discuss the statement, "Happenings in one place can affect the lives of people in distant parts of the world." Find proof.
- Collect editorials from several different newspapers concerning international matters. Classify them according to viewpoints such as pro and con involvement in Southeast Asia conflict.
- List various countries mentioned in news articles. Determine the correct adjective derivations that apply to their people; EXAMPLE: Cambodia - Cambodians; Jordan - Jordanians
- Meet in buzz groups to name "Five World Problems that Affect Me Most".
- Plan a world tour based on information in the leisure or travel section. State costs and wardrobe needs. Write an imaginary letter to a friend describing the trip.
- View the news portion of the "Today" show. Circle news items that are mentioned on the telecast. Discuss what qualifies news as of national or international interest.
- Predict which events of the month might possibly appear in a history book of the future. Discuss how time affects the way events are viewed.
- Keep a giant calendar posting the most significant daily news items for a period of several weeks. Convert this information to a time line.
- Clip and mount a collection of abbreviations found in the paper during a one week period.
  D. - N.Y.
  U. S.
  A. B. M.
  F. D. A.
  H. E. W.
  N. A. T. O.
  S. E. A. T. O.

Man's Natural and Technological Environment

- Design a T.V. guide concerned with listings organized topically. Distribute copies to all student s and teachers. Use Pinellas County "Topics" and WEDU-TV guides as well as the newspaper.
  Ocean life (Jacques Cousteau)
  Wildlife
  Space
  Transportation
  Medicine
  Industry
  Health
- Clip and post articles daily under categories listed above.
- Discuss "Frontiers of Science" columns.
- Pinpoint new discoveries on U.S. or world maps.
- Keep a journal of technological achievements of different countries. Construct a growing bar graph showing production or achievement in certain areas.
- Bring in copies of Sunday magazine sections such as the "Floridian". Tape record articles of special concern for classmates to hear on a listening center. Plan related questions.

- Identify environmental problems and brainstorm solutions to those problems.
- Cut out pictures of environment for study and interpretation. Omit captions.

  Sample Picture Study Questions:
  What do you see in the pictures?
  Where might it have been taken? Why?
  What might the body of water be called?
  What can you tell about people who live near here?
  Would you feel at home here? Why or why not?
- Collect pictures showing change being brought about. Discuss whether change is synonymous with progress.
- Construct a diorama showing Florida wildlife. Mount animal pictures on tagboard.
- Survey the front page to list major technological accomplishments. Distinguish between those which have been accomplished by a group and those accomplished by an individual.
- Circle in crayon all words in a limited section which name resources. Define categories and classify them. EXAMPLE: Human-Natural or Scarce-Abundant.
- Conduct a mock interview with an inventor about whom you have read.
- Draw cartoon character or posters to "sell" clean environment.
- Research other sources to locate information on how people in the past actually contributed to a modern invention reported in the paper.
- Draw a product map based on grocery ads. Place items on a world outline map in place of possible origin.
- Plan a picture gallery of "Our Human Resources". Establish criteria for selection and choose photographs of people who qualify.
- Collect articles to support the statement, "The problem of air and water pollution knows no state or city boundaries."

'Maybe THEY Can't Vote, But I Can!

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E

Science

Activities Related To Science Articles

Refer also to Social Studies: Man's Natural & Technological Environment

Observing – Locate and cut out pictures of animals. Look up the names of these animals in a dictionary. There will likely be a picture of the animal included with the definition. Under the picture if it is drawn to scale will be a fraction such as 1/25 actual size. Measure the height of the picture with a ruler and divide the height by the fraction. This will give the actual height of the animal. Next, trace the picture taken from the newspaper onto a sheet of clear plastic. Then using an overhead projector, project the picture on a large piece of cardboard. Move the projector away from the cardboard to a point where the picture will be the actual height of the animal. Trace the projected image onto the cardboard. Decorate and cut out as desired. Continue this with other animal pictures until your classroom menagerie is filled to capacity.

Save pictures of people in the news who have made contributions to any field of science for a "Who Am I?" game.

Classifying:

- Underline and list scientific methods reported in the science articles.
- Collect and classify articles under headings such as: archeology, medicine, technology, meteorology, study of space, geology, ecology, etc. Illustrate with pictures and sketches found in the newspaper.
- Classify pictures that appeal to the 5 senses.
- Collect "Fun Facts" from the Sunday comics and categorize them in different sections of a scrapbook.

Interpreting:

- Interpret scientific news reported in the paper in terms of the impact on specific groups such as students, families, people afflicted with certain diseases, industries.
- Interpret causes and effects of conditions leading to weather phenomena.

Defining:

- Collect for collages, abbreviations of scientific terms – AEC, NASA, LSD, DNA, RNA, FDA, DDT. Each abbreviation should be defined in the context of the article from which it is taken.
- Prepare a glossary of scientific terms found in newspaper articles.

- Compile a glossary of kinds of science specialists written about in the newspaper. Match these with the sciences they represent (This affords a good study of the meanings of the suffices -ology and -ist in addition to the possibility of teaching foreign derivatives.)

archeologist	technologist
anthropologist	geologist
meteorologist	hydrologist
ecologist	

- **Comparing:**

  Search for scientific means reported for saving the environment. This can be contrasted with the problems in this area presented in the newspaper.

- Cut out and file all scientific articles from the newspaper over a period of two weeks. Use the index in the science textbooks to find if any of the topic covered in the articles are covered in the books. Read critically to see if the textbook material has become outdated or needs updating. Set up a cross-reference between science textbooks and related articles.

Generalizing:

- Read a series of articles pertaining to a specific subject such as illegal drug use, environmental control, food additives, body-building, cigarette smoking. Form generalizations, maintaining open-mindedness in the event that future developments would alter or disprove the generalizations.

- Read accounts of accidents and form generalizations of causes.

- Analyze science news articles by outlining the Who, what, why, when, and where. Example: moon landings, drinking water from salt water, space flights.

- Prepare a "Discussion Box" containing scientific articles from the newspaper mounted on 5x8 cards. Numer each card. As a student finishes reading the article he will sign the card. At a given time, all students who have read a specific article will form a discussion group to talk about it and perhaps pose questions for further study.

- Analyze articles dealing with body-building to determine specific muscles being toned and strengthened.

Synthesizing:

- Design a bulletin board using the title found in the newspaper "Frontiers of Science". The children may add articles such as research in different areas of medicine as they appear in the newspaper.

- Look for articles about new drugs which will help or cure diseases and use for reports, bulletin boards, etc.

- Compile a book of people who have made significant contributions in the field of science. Illustrate with sketches and photographs. Entitle the book, "Who's Who in Science Today".

Predicting:

- Predict legislation resulting from recent scientific findings. Examples would be oil spill bills, Food and Drug Administration actions, controversy concerning cyclamates, warnings on cigarette packages.

- Watch a TV weather forecast and make a list of all the visual aids such as maps used in presenting the newscast.

- Locate the "Weather Report" in the newspaper, gather the information about temperature, rainfall, etc. Using this prepare a weather forecast. Gather or make the necessary visual aids and present your forecast to a group of interested classmates.

- Set up a weather station and compare recordings from this station with the recordings in the newspaper. Be sure to use your forecasting ability when planning the next family outing!

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F

Art

Newspaper Art

Since teachers are scavengers at heart, the following ideas are intended to help get added mileage from the left-over, perused, and pondered daily newspaper.

Page numbers refer to detailed directions in the county art guide, Focus on Art.

Newspaper as a Background

Bulletin board background
Chalk drawings p.63
Charcoal drawings 66
Cut paper borders, figures, and mobiles 96
Fingerpaint monoprints 142
Lettering 148
Printing 137,144
Tempera painting 142

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Newspaper as a Medium

Collages of newspaper and scrap material

Costumes

Paper Sculpture 91-96

also see Grade Teacher, March 1967.

Papier Mache 98-106, 157

Use for Replicas of buildings, mummies, pyramids, animals, banks, etc.

Pencil cans covered with comic strips and coated with shellac

Stuffed paper animals

Weaving strips using vertical and horizontal print strips

Wire sculpture substituting newspaper for tissue paper 122

Sit-upon floor cushions of stitched newspaper layers or of woven strips

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